# R:\Admin\Branding\LoganParkHighSchool-Nov2015-Logo-BW.png LOGAN PARK HIGH SCHOOL ENGLISH DEPARTMENT R:\Admin\Branding\LoganParkHighSchool-Nov2015-Logo-BW.png

# LEVEL 2 ENGLISH – ASSESSMENT OVERVIEW

This course builds on the work done last year for Level One NCEA, while working at Levels 6 and 7 of the New Zealand English Curriculum. The focus is on the skills of:

* writing, speaking, presenting*, and*
* reading, listening, and viewing.

The aim is for all students to be extended and engaged by a programme of work that also encourages the **Key Competencies** that are central to the curriculum. Simply put, this means that there will be a focus on the **process(es)** of learning, as well as its outcomes. The five Key Competencies that are central to the Year 12 English Curriculum are:

* [Thinking](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Key-competencies#T)
* [Using language, symbols, and text](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Key-competencies#U)
* [Managing self](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Key-competencies#M)
* [Relating to others](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Key-competencies#R)
* [Participating and contributing](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Key-competencies#P).

Because we want you to encourage and support you to select the assessment tasks that interest and motivate you and that suit your strengths, the Year 12 English course offers significant flexibility. The **core standards**, which will be part of everybody’s course, are listed first, followed by the range of standards which will provide opportunities for a flexible **individual pathway** for you to achieve the remainder of your internally assessed credits. Please note that different classes will offer a different selection of standards and tasks for you to choose from.

The learning programme offers opportunities to BOTH meet the standards for the internal components AND prepare for the end of year assessments in a coordinated and integrated way. In all cases the learning activities will be combined with templates, exemplars and assessment schedules which will clearly demonstrate what you need to do to gain ACHIEVEMENT. They will also clearly indicate what you will need to do to strive for MERIT or to aim for EXCELLENCE.

It should be noted that to gain **University Entrance** it is necessary to achieve **at least 5** credits showing **Reading** and **at least 5** credits showing **Writing** ability at Level 2. (Although English is not the only subject in which you can demonstrate these skills.) The standards marked **W** can be counted as writing standards, and those marked **R** can be used to demonstrate reading skills. *While you cannot double-dip, it IS possible to split credits (eg 4 credits= 2 in Reading and 2 in Writing).*

# THE CORE STANDARDS

In **all classes**, the following standards will be offered:

**Externally assessed**:

*You are advised to enter* ***AT LEAST TWO*** *of these standards in the external exam.*

***91098 (v3) Analyse specified aspects of written texts, using supporting evidence (2.1) -* 4cr,*****R*** *+****W***

This achievement standard involves the study of at least one written text and the writing of an essay in the final exam that analyses specified aspect(s) of the text(s). *Specified aspect(s)* are selected from:

* purposes and audiences
* ideas (eg characters, theme, setting, point of view, contrast)
* language features (eg figurative language, syntax, style, symbolism, vocabulary)
* structures (eg part text, whole text, narrative, beginnings and endings).

An answer which **Achieves** will analyse specified aspect(s) of studied written text(s), using supporting evidence; evidence of *perceptive* analysis will earn **Excellence**.

***91099 (v3) Analyse specified aspect(s) of studied visual or oral text(s), using supporting evidence (2.2)* - 4cr**, **W**

This achievement standard involves the study of at least one visual or oral text and writing an essay in the final exam that analyses specified aspect(s) of the text(s). A studied visual text may be a film, television show, drama production, radio show, graphic novel… *Specified aspect(s)* are selected from:

* + purposes and audiences
  + ideas (eg character, theme, setting)
  + language features of visual or oral texts (eg cinematography, editing, special effects, rhetorical devices, dialogue and/or oral language, narration, music, sound effects, ambient sound)
  + structures (eg part text, whole text, narrative, beginnings and endings).

An answer which **Achieves** will show analyse specified aspect(s) of studied visual and/or oral text(s), using supporting evidence; evidence of *perceptive* analysis will earn **Excellence**.

***Note: Both of the above standards can be linked to a number of others, such as 91101, 91102, or 91107.***

***91100 (v2) Analyse significant aspects of unfamiliar written text(s) through close reading, using supporting evidence (2.3)* - 4cr**, **R** +**W**

This achievement standard involves the close reading of unfamiliar short written text(s) and extracts from longer text(s) and analysing significant aspects. You will be practising the skills for this standard throughout the year, and applying them when looking at a selection of short texts (or extracts from texts) in the final exam. You can expect to explore:

* prose that is literary (eg, extracts from novels or short stories)
* poetry
* transactional prose (eg journalism)

*In the exam you will answer questions based on THREE texts, following the pattern above.*

*Significant aspects* are selected from*:*

* + purposes and audiences
  + ideas (eg character, theme, setting, point of view, contrast)
  + language features (eg figurative language, style, syntax, symbolism, vocabulary)
  + structures (eg part text, whole text, narrative)
* text conventions (spelling, punctuation, grammar.

An answer which **Achieves** will analyse significant aspect(s) of unfamiliar text(s), using supporting evidence; evidence of *perceptive* analysis will earn **Excellence**.

**This standard links to ALL others.**

**Internally assessed: Core Standards**

***91101 (v2) : Produce a selection of crafted and controlled writing (2.4)* - 6 cr***,* **W**

This year you will build up a folio of writing that is linked to your English programme. The folio may include a range of styles and types of writing, or may have a more defined focus. This is something that you should decide along with your teacher.

Conditions

* You may read texts, collect information, and develop ideas for your writing both in- and out-of-class time.
* All writing must be produced under your teacher’s supervision. This includes work done on Google docs.
* You will be required to state the purpose and aims of your writing in a statement of intent that specifies what the intended purpose, audience and effect(s) you are aiming to achieve in your writing.
* There will be regular checkpoints during the year to check your progress and allow for feedback from your teacher.
* You will have the opportunity to process feedback, edit, revise, and polish your work before assessment judgements are made*. Note, while your teacher will offer feedback, you are responsible for your own decisions and for the work you produce.*
* You must submit **at least two** pieces of crafted and controlled writing from your portfolio for assessment. **Both** pieces need to meet the standard of the final grade. If the two pieces achieve at different levels, the **lower** grade

To **Achieve**, your folio will contain crafted and controlled writing that develops, sustains and structures ideas while using language features appropriate to the purpose and audience. A folio in which the material is developed *effectively,* with ideas and structure that are compelling, persuasive, innovative, and/or striking uses language features with control in a way that *commands attention* will earn **Excellence**.

***Note, if necessary, you can submit work produced for another standard as part of your Writing Folio. Just be aware that the marking requirements for the different standards place emphasis on different skills. For example, you may need to redraft a report or essay in order to meet the requirements of the Crafted and Controlled Writing standard.***

*91106 (v2) : Form developed personal responses to independently read texts, supported by evidence (2.9)* – 4 cr R

1. This achievement standard involves forming developed personal responses to **independently read** texts, supported by evidence. *At least six texts* must be included. At least four written texts must be included, two of which must be extended texts. The remaining two texts can be visual, oral or written. All written texts must be selected and read independently by the student and must not have been previously studied. To **Achieve**, you will show evidence of having formed *developed* *personal responses* to independently read texts, supported by evidence. To gain **Excellence**, these responses will be *perceptive*.

While you may be given some class time to work on this standard, it is expected that most of the work will be completed outside of class.

**Individual Pathways: Internal Assessment Standards Available to Chose From**

**These are the standards being offered in your class. You must complete ONE. If you wish to, and your teacher agrees, you may complete two.**

***The standards being offered are::***

***91102 (v2): Construct and deliver a crafted and controlled oral text (2.5)*, 3 cr**

This achievement standard involves constructing, preparing, and delivering an **oral** text using oral language features appropriate to audience and purpose. Oral texts at this level include speeches, seminars, oral histories, debates, live and/or recorded presentations or performances, and other appropriate oral text types. The texts must be primarily **spoken** and may include other appropriate presentation techniques (eg music, or visual displays). You may wish to consider linking this standard to a text being studied in class, or to presenting your thinking about issues being considered for another standard. You will be judged on the content, structure and use of oral language techniques. To **Achieve**, you will develop, sustain and structure ideas and present them in a controlled way which is *appropriate* to audience and purpose, to earn **Excellence** the idea will be effectively developed and sustained and structured and they will be presented in a way which *commands attention*.

***91103 (v2): Create a crafted and controlled visual and verbal text (2.6)* – 3 cr**

This achievement standard involves developing and presenting a crafted and controlled **visual** **and verbal** text. The text must be an **original** construction by the student. The components may either be original, adapted or ***taken*** from other texts or sources. *Texts* may include:

* + digital or multi-media presentations
  + graphic or illustrated texts
  + live or recorded dramatic performances.

To **Achieve**, you will develop, sustain and structure ideas in a visual text, using language features appropriate to purpose and audience. To earn **Excellence,** the ideas will be *effectively* developed, sustained and structured and the language features will be used *with control, to command attention*.

***91104 (v2) Analyse significant connections across texts, supported by evidence (2.7)* – 4 cr R**

This standard involves selecting and considering the connections between **at least four texts**. These can be any combination of written, oral and/or visual; short and/or extended texts. It is fine to include texts studied in class, but **at least one text must be self-selected**. The texts might be connected by genre, theme, setting in time or place, they may feature a particular kind of character or relationship; they may all be the work of the same writer or director. *Significant connections* are connections of importance and consequence and may relate to:

* purposes and audiences
* ideas
* language features
* structures.

To **Achieve**, you will *recognise and interpret* significant connections across your chosen texts, supported by evidence. To earn **Excellence**, you will do this in a way that is *insightful and/or original* (ie, perceptive).

*91107 (v2): Analyse significant aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence (2.10)* – 4 cr

This achievement standard involves watching and/or listening carefully and thoughtfully to at least one **visual and/or oral text** (such as a scene from a film, a drama production, music video, graphic novel or song) and making developed interpretations of meanings and effects. Things to consider include its *ideas* and how it creates *meaning* and *effects*, including how it uses *visual and/or oral language features*. Any discussion of these issues must explore *specific examples*. To **Achieve**, you demonstrate understanding of how significant aspects of visual and/or oral text(s) work together to create meaning, using specific examples.To earn **Excellence**, your discussion will be *original and/or insightful* (ie, perceptive).

|  |
| --- |
| IMPORTANT MATTERS TO CONSIDER WHEN SELECTING WHICH STANDARDS TO ENTER:   * While it is fine to make the most of your strengths, you should aim to continue building and demonstrating your abilities across a broad range of skills. * Be realistic: do not overload yourself, and consider deadlines when making your selections. * Note that many of these tasks provide opportunities for demonstrating skills across more than one standard. Of course, any attempt to cross-credit tasks like this would need to take full account of the requirements of each of the individual achievement standards being attempted, and would take careful management. * Check with your teacher before making any decisions. |

**IMPORTANT NOTES ABOUT ASSESSMENT OF THESE INTERNAL ACHIEVEMENT STANDARDS**

(1) All work must be authentically and completely your own. You will be required to sign that this is so.

(2) Late work will be accepted for assessment only if an extension is asked for BEFORE the due date and with

ACCEPTABLE REASONS. See the Senior Assessment Guide for more details.

(3) Your work will be marked by your teacher and/or other teachers in the English Department. There will also be

check-marking between classes to ensure fairness and consistency.

(4) When your marked assessment work is handed back to you, you will be required to sign that you accept your mark.

If you wish to challenge the mark, do NOT sign and tell your teacher. For the appeals procedure, see the Senior

Assessment Guide.

(5) Students should also note that any internally assessed standard will have ONE opportunity for re-submission, on the

condition that any corrections are made independently and without specific direction from the teacher.

** *LOGAN PARK HIGH SCHOOL ENGLISH DEPARTMENT***